

CASE-STUDY METHOD AND PROBLEM OF WRITING PROFESSIONALLY ORIENTED CASES

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For a long time, interactive methods of studying have been much spoken about. There are a lot of advantages of using such methods as role play, drama tizing, inside (outside) circles, brainstorm, line-ups, jigsaw reading, think-pair-share, debate, case-method etc. They are aimed to more productive studying and gaining improved skills and knowledge in special subject or field.

In this thesis we speak about problems of creating patterns and introducing case-study method in modern Ukrainian higher school education.

Case study method is an intensive description and analysis of a single individual or (sometimes) group.

First of all, it is necessary to admit that among advantages of this method are: 1. Useful source of ideas about behavior. 2. Good opportunity for innovation. 3. Specific method to study rare phenomena. 4. Good method to challenge theoretical assumptions. 5. Good alternative or complement to the group focus of psychology.

But despite all positive features this method is not widely used in Ukraine, especially at English lessons. The niche we speak about is students of technical specialties, mostly of third-sixth years of study. Case study method is rather difficult and challenging, so students of first-second university courses might be not ready to meet the demands of case study and are not able to fulfill the task and solve the problem presented.

The case-study method is very verified and miscellaneous, demanding knowledge not only in special subject but good grammar skills, speech, logic and so on. Furthermore, case-study often has to be aimed at practical solution and applied problems.

We talk about case study that combines both English and special subject discipline, for example, English and grid system theory, English and power supply methods, English and general engineering etc. So this methods demands different knowledge to be used and involves various activities and tasks.

Being new enough, case-study method has also become important aspect of professional training of young specialists, but there is only small percentage of case-study tasks written for core competence development in Ukrainian universities. The problem is – English teachers are good in English, but often their knowledge of nuclear power, automation systems, cybernetics etc. is not enough to describe situations and tasks for students that require deep investigation and involve both English skills and professional technical approach.

There are some tips for writing case study

Before writing case study person should remember that a case study is a puzzle that has to be solved. So the case should have a problem for the readers to solve. The case should have enough information in it that readers can understand what the

problem is and, after thinking about it and analyzing the information; the readers should be able to come up with a proposed solution.

A good case is more than just a description. It is information combined in such a way that the reader is put in the same position as the case writer was at the beginning when he or she was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything, and the reader really doesn't have to work very hard.

When you write a case, here are some hints on how to do it so that your readers will be challenged, will "experience" the same things you did when you started your investigation, and will have enough information to come to some answers.

There are three basic steps in case writing: research, analysis, and the actual writing.

The Research Phase:

1. Library and Internet research. Find out what has been written before, and read the important articles about your case site, use authentic (Ukrainian, Russian) articles and translate them into English

2. Interview people who know the place or the situation. Find knowledgeable people to interview and ask for advice – cooperation with your colleagues from chairs of technical specialties and subjects is very productive step. It is wise to ask teacher of special core disciplines, what your group of students study at present so that you can refer to fresh information they get in other subject and can settle with the help of English.

The Analysis Phase:

1. Put all the information in one place. Now you have collected a lot of information from people, from articles and books. You can't include it all. So, you need to think about how to sort through it, take out the excess, and arrange it so that the situation at the case site will be understandable to your readers.

2. Assign sections of material to different people. Each person or group should try to figure out what is really important, what is happening, and what a case reader would need to know in order to understand the situation.

3. Try to formulate the case problem in a few sentences. When you do this, you may find that you need more information. Once you are satisfied with the way you have defined the problem you want your readers to think about, break the problem down into all its parts. Each one represents a piece of the puzzle that needs to be understood before the problem can be solved. Once you have broken down the problem into pieces, you can analyze the information you now have and see if you can think about possible answers to each of the pieces. If you have enough information, then you can think about

Writing the Case Study:

1. Describe the problem or case question you want the reader to solve. In a case, you can start by raising a question.

2. Organize the sections of the case. You will probably need to organize your information under topics like the following: a. Introduction to the problem; b. Participants; c. Potential danger; d. Conclusion.

If your case uses special terms, words, or refers to specific rules or laws that people in another country might not recognize, information about them should be put in the case (at the end in an appendix).

Do remember to include the list of possible answer scheme – there can be presentation, dramatizing, dialogue, written note etc. Be precise in your demands and requirements, but let students choose the strategy.

So it can be seen that writing case study is really difficult task, especially when we talk about professionally-oriented cases.

The role of the teacher, who practices case-study method

Pedagogical potential of case-study method is much more educational potential of traditional teaching methods. The presence in the structure of the case-study method of dispute, debate, argument, coached participants teaches respect for the norms and rules of communication. The teacher should resolve and prevent conflicts, create an environment of cooperation and competition at the same time, observe the personal rights of the student. The effectiveness of the teacher that implements case-study method in their teaching practice, associated with the embodiment of a set of principles:

- The diversity and effectiveness of didactic arsenal, which involves mastering didactics, its principles, methods and techniques, focused their use in the classroom;
- The principle of partnership, cooperation with students, based on the recognition of student partners in the educational activities on interaction and brainstorming situations;
- The principle of displacement as a teacher with the broadcast and "chewing" of knowledge to the organization of the process of getting them - reducing the role of the teacher as the only "holder" of knowledge, growth in role as an expert and consultant to help students navigate the world of scientific information;
- The principle of absorption of the achievements of science teaching, the experience gained colleagues - the psychological and pedagogical soundness, the wording is not only educational, but also educational goals distinguishes teacher implements methods case-study, the teacher, using the classical methods of training;
- The principle of creativity, which involves the conversion of the case and its application classes with individually unique creative product - the case-study method significantly expands the space of creativity, covering the activities to create a case study as a unique intellectual product, the design of the learning process, improving the technology of its teaching, involvement in the creation students, strengthening the role of creative improvisation in teaching, etc.
- The principle of pragmatism, guided by a clear definition of features of a particular case study, planning, learning outcomes in terms of the formation of students' skills in analyzing the situation and work behaviors in it.

Teacher performance when using the case-study consists of two phases. The first phase is a complex extracurricular creative work to create a case and issues for analysis, consisting of research and development, designs and methodological parts. Special attention should develop methods to ensure students' individual work on the analysis of the case and preparing for the discussion, as well as methodological

support for upcoming classes on its distinction. The second phase includes the activities of the teacher in the classroom in discussing the case study, where he serves with an opening and closing statement, organizes discussion or presentation, supports business atmosphere in the audience appreciated the contribution of the students to analyze the situation.

To be effective, the training strategy discussion should be carefully prepared, structured, regulated and controlled in time. Usually the discussion starts with the teacher stimulating questions prepared in advance. The teacher should try to provide opportunities for audience reaction to questions, directing the discussion to achieve learning goals.

Generally, in all the discussions in the discussion of case studies teacher formulated four basic questions:

1. Why does the situation look like a dilemma?
2. Who made the decision?
3. What happened?
4. How could it be changed, improved or how could it have been prevented?

Thus, there are a lot of items to be spoken about in order to understand the depth and possibilities case-study method gives. The students of technical specialties have to be well-educated and intelligent specialists and students should be able to solve the problems connected with their profession and work using knowledge and skills they develop during English lessons namely on case study seminars.

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